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ABSTRACT

To provide assistance to South Carolina schools in developing volunteer tutorial programs, the Competency Testing Project at Winthrop College created this manual on program development. This manual is designed to be duplicated and disseminated to coordinators and tutors; and although designed for an elementary school program, it can be used as a guide for district-wide replication with minor modifications. Included are the Administrator's Guide, Coordinator's Manual, and Handbook for Volunteer Tutors. The necessary steps for developing a volunteer program are discussed: (1) determine needs of the school; (2) establish goals and objectives; (3) obtain administrative approval; (4) select a coordinator; (5) plan preservice and inservice training; (6) provide inservice training for teachers; (7) recruit and screen volunteers; (8) provide preservice training for volunteers; (9) select students; (10) implement tutorial program; (11) provide periodic inservice for tutors and teachers; and, (12) evaluate the program and modify as necessary. (Author/GK)

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Volunteer Tutorial Program: A Guide For Administration

Lee E. Hall

TM 800501

A Public Service Document

April, 1980

Winthrop College Competency Testing Project

118 Tillman

Rock Hill, S. C. 29733

JUN 9 1980

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Volunteer Tutorial Program:
A Guide for Administration

INTRODUCTION

Price increases, devalued dollars, and tight budgets have decreased the funds available to school districts for remedial programs. These financial considerations, combined with efforts to increase public involvement in education and a need to increase public confidence in education, have resulted in an increased interest in the use of volunteers in the schools.

A steady decline in public opinion of and confidence in public education (Gallup Poll, 1978 and National Opinion Research Center, 1978) has helped create the competency testing movement which has made itself felt in 38 states, including South Carolina. The South Carolina General Assembly passed the Basic Skills Assessment Act in 1978. This law requires periodic assessment of the basic skills of reading, writing, and mathematics. This law also requires local school districts to provide remedial assistance for those students who fail to achieve expected levels of mastery on the statewide tests.

In an effort to provide a cost effective alternative to expensive remedial programs and to help foster community involvement in public education, the Competency Testing Project at Winthrop College developed and assisted in the implementation of a volunteer tutorial program in one school in Union County, South Carolina (a cost analysis of this program is provided in Appendix A, page 12). In order to provide assistance to South Carolina schools in developing volunteer tutorial programs, the Competency Testing Project has created this manual on program development.

This manual is designed to be duplicated and disseminated to coordinators and tutors and may be reproduced in part or whole without permission for replication of this project's effort. The administrator should retain the complete manual for reference. The coordinator should be given a copy of the Coordinator's Manual and a copy of the Handbook for Volunteer Tutors. Each tutor should be given a copy of the Handbook for Volunteer Tutors.

Administrator's Guide

ADMINISTRATOR'S GUIDE

Lee E. Hall*

The methods for the implementation of a volunteer tutorial program described in this manual were used by the Competency Testing Project to develop a tutorial program in an elementary school. This model can be used by any school to develop a volunteer program. It is advised that local schools refine the described procedures to meet the requirements of their specific school. This model can also be used for district-wide replication of this project's efforts with minor modifications described in Appendix B (p. 14). However, it is recommended that a district-wide replication begin with the implementation of a tutorial program in one school in order to develop a program which meets the specific needs of the school district. The following steps should be taken by a school in developing a volunteer program:

1. Determine the needs of the school.
2. Establish goals and objectives of the program
3. Obtain administrative approval.
4. Select coordinator.
5. Plan preservice and inservice training.
6. Provide inservice training for teachers.

*Lee Hall is Assistant Director of the Competency Testing Project and an Instructor in the School of Education at Winthrop College. This project was funded as part of a larger study conducted by the Winthrop College Competency Testing Project, Margaret F. Hawisher, Director. The author is grateful to Mr. Wilbur Smith, Superintendent, Union County School District and to the faculty, staff and tutors at Foster Park Elementary School whose hard work ensured the success of this project. The author is especially grateful to Dr. Hawisher for her contributions to this project.

7. Recruit and screen volunteers.

8. Provide preservice training for volunteers.

9. Select students.

10. Implement tutorial program.

11. Provide periodic inservice for tutors and teachers.

12. Evaluate program and modify as necessary.

The topics listed above, with the exception of administrative approval, are discussed in the remainder of this section.

Needs Assessment

The first task in developing a volunteer tutorial program, as in the development of any new program, is the recognition of need and determination that there is a sufficient number of students who could benefit from tutoring to warrant the implementation of a tutorial program. Information obtained from a needs assessment can provide guidance when determining the number of volunteers needed, which subject areas have the greatest need for remedial programs, and the amount of direction that will be needed by teachers in using the services of volunteers.

The needs assessment process can be accomplished through the use of a referral form. A sample form can be found in Appendix C (p. 16).

Goals and Objectives

Information obtained from the needs assessment process should be utilized in establishing the goals and objectives of the tutorial program. The goals and objectives of a tutorial program should be realistic and should meet the needs of the individual school.

Sample goals and objectives could include:

1. To identify those students who need assistance in reading or math and are not currently receiving extra aid,
2. To recruit and train 30 tutors,
3. To provide remedial assistance for those students who would benefit from additional assistance, and
4. To increase community involvement in the school.

Selection of a Coordinator

Upon obtaining administrative approval, a coordinator should be selected. The position of coordinator can be filled by an existing staff member or by a volunteer. (Many volunteer programs, including the model which was developed through the procedures outlined in this manual, use the assistant principal to act as the coordinator.) This person should be able to commit approximately ten hours per week to this function. The coordinator should have strong organizational skills, work effectively in one-to-one situations, and should also be able to address large groups effectively. The selection of the coordinator will be eased by matching the skills of staff members as outlined in the next section, the Coordinator's Manual.

Preservice and Inservice Training

Preservice training for volunteers and inservice training for teachers should be developed prior to the recruitment of volunteers. Such preplanning will aid recruiting efforts as questions concerning the training session (length? time? content?) can be answered when asked.

Although preservice and inservice training are components of the coordinator's job description, other district personnel can provide valuable input and guidance in the planning stages of training. A preservice training program for volunteers is described in the Coordinator's Manual on pages 38 through 40; inservice training (initial and periodic) for teachers and volunteers is described on pages 40 through 42 in the Coordinator's Manual.

Recruitment and Screening of Volunteers

The coordinator is responsible for recruiting volunteers, but should receive assistance from the entire staff. Recruiting strategies and procedures are discussed on pages 32 and 33 in the Coordinator's Manual, a sample tutor application, cover letter and a letter to parents are found in Appendices D and E (p. 18 and 21). Screening is a responsibility held jointly by the principal and the coordinator; the final authority on approval of a potential volunteer is the principal. Screening procedures are outlined on pages 36 and 37 in the Coordinator's Manual.

Selection of Students

The type and number of students to be served in a volunteer tutorial program is dependent upon the needs of the schools, as determined through a needs assessment process, and the number of available volunteers. Selection of students for participation in the model tutoral program was based on teacher referral (Appendix A) and results from the Key Math Diagnostic Arithmetic Test and the Woodcock Reading Mastery Tests. These tests were used for pre- and post-test data. An alternative method of student selection would be to use teacher referrals and the results from the criterion and referenced tests administered as required by the Basic Skills Assessment Act. Student selection is discussed further on page 41 in the Coordinator's Manual and parental permission forms for testing and tutoring are found in Appendix F on page 23.

Tutorial Program Implementation

Subsequent to preservice training for volunteers, inservice training for teachers and the selection of students, the coordinator will match students to tutors, assist in scheduling initial meetings between teachers and tutors and schedule tutoring times and locations. The administrator should assist the coordinator in locating appropriate tutoring locations and in scheduling times for the use of the space.

The principal, as chief administrator of the volunteer tutorial program, needs to stay informed as to the status of the program. One way to keep informed is to attend the periodic inservice training sessions for teachers and tutors. This will accomplish three tasks simultaneously:

1. Provide information which enables the principal to stay informed as to the status of the tutorial program;
2. Provide information which enables the principal to assist the coordinator in administrative tasks; and,
3. Provide information which allows for evaluation of the program's effectiveness and facilitates decisions on modification to the program.

The administrator, by providing assistance and support to the coordinator, can facilitate the implementation of the volunteer program.

Program Evaluation

The volunteer tutorial program, as with any instructional program, needs to be evaluated in order to determine the program's effectiveness and to provide guidance in determining what changes, if any, need to be made. The program evaluation needs input from the teachers and volunteers in addition to information

concerning the students' academic growth.

The above information can best be obtained through student pre- and post tests and teacher and volunteer evaluations. Sample teacher and volunteer evaluation forms are found in Appendix G (p. 26). A teacher's checklist is found in Appendix H (p. 29). Additional information can also be obtained through periodic monitoring of the students' progress in the classroom.

This manual is designed to be used as a guide in the development and implementation of a volunteer tutorial program and it attempts to provide answers to the myriad of questions raised in the development of such programs. Although this manual may not cover every need of each individual school, the use of it in conjunction with input from other district personnel, the coordinator, classroom teachers and the volunteers will facilitate the implementation of an effective volunteer tutorial program.

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APPENDIX A

A cost analysis study was conducted on the volunteer tutorial program operating in Union County which was developed by the Competency Testing Project. The actual annual cost to a school district replicating this project's effort would be approximately $4.44 per student. A breakdown of the costs of the program will include three categories: explicit costs (the actual cost of materials used or purchased for the program), implicit costs (the value of services or materials used which represent no expenditure of money by a school district), and economic costs (explicit costs plus implicit costs).

	Actual Cost (Explicit Cost)	Value of Services (Implicit Costs)	Economic Costs
1 coordinator	$ 0	$ 2,625.00*	$ 2,625.00
14 tutors	0	4,611.16**	4,611.16
1 consultant	0	2,400.00*	2,400.00
consultant travel	0	300.00	300.00
reading supervisor	0	238.00*	238.00
math supervisor	0	238.00*	238.00
14 teachers	0	8,400.00*	8,400.00
facilities for training	0	90.00***	90.00
supplies	45.00	0	45.00
postage	9.45	0	9.45
refreshments	25.55	0	25.55
TOTAL COST	$80.00	$18,902.16	$18,982.16
Cost per student	$ 4.44	$ 1,050.12	$ 1,054.56

Cost based on 18 students receiving assistance from volunteer tutors.

* costs based on prorated salary.

** cost based on number of hours worked x minimum wage.

*** cost based on rental value.

The majority of materials used by the tutors are materials which are available in the school but normally would not be used at the time they are used by the tutor. The largest actual expenditure incurred by the Union County School District was supplies needed by the tutors for training and in the performance of their teaching activities. The addition of more tutors will not require an appreciable increase in actual expenditures and will result in lower actual cost per student.

APPENDIX B

DISTRICT-WIDE IMPLEMENTATION

This model was used for a single school tutorial program; however, this manual can be used as a guide for district-wide replication with minor modifications. The primary modification would be the addition of a district volunteer coordinator and a reduction in the responsibilities of the school volunteer coordinators. The responsibilities of the district coordinator include the following:

1. To coordinate the activities of school volunteer coordinators in the recruitment and screening of volunteer tutors.
2. To assist in the development of preservice and inservice programs.
3. To provide assistance to the coordinators and staff of the schools involved in the volunteer tutorial program.

The specific responsibilities of the district and school coordinators would be dependent upon the skills of the coordinators and the time each could devote to the program.

APPENDIX C

Dear Teacher:

We are considering the implementation of a volunteer tutor program in our school. Before we can plan the program, we need to know how many students might be referred to a tutor from your classroom. It would be very helpful if you would take a minute to complete this form.

When selecting the students you would refer, please disregard those students receiving assistance in a special education classroom and those enrolled in a Title I program. The tutors would work with students not receiving special assistance.

Student's Name	Grade Placement	Subject Area for Tutoring	Approx. Grade Level of Work
1)			
2)			
3)			
4)			
5)			

Please use the back side of this form for suggestions and comments regarding a volunteer tutor. We welcome your opinion and recommendations.

Thank you,

APPENDIX D

Dear Applicant,

Thank you for showing a concern for and an interest in the youth of the community. The assistance you will give to the students will be a valuable addition to their educational program. This additional assistance may be one of the primary factors enabling them to attain mastery of the subjects causing them difficulty.

Tutoring will have many rewards for you, the student, and the school. Tutoring will require both a personal commitment and a commitment of your time. On behalf of the students and staff of School, thank you. We are grateful for your time, your interest, and the work you will accomplish. We are looking forward to welcoming you to our staff of volunteers and to working with you in the months to come.

Sincerely,

Date_____

Tutor Application

Name:_____
Last (please print) First Middle

Home address:_____

Home phone:_____ Business phone:_____

Age (please check): Under 20____ 21-40____ 41-60____ over 60____

Education: High school (please circle highest grade completed) 6 7 8 9 10 11 12

College_____ If yes, circle last year completed. 1 2 3 4 over 4

Work experience:_____

_____

_____

Volunteer experience:_____

_____

Choice of assignment: Math____ Reading____

When are you available to tutor? Please indicate specific days and times (i.e. Monday and Wednesday 1:00-300, Friday 11:30-1:00).____

_____

_____

I understand that I am offering my services to the School District without compensation. I also agree to participate in the tutor training program.

(signed) _____
(Volunteer)

Please return completed application to:

APPENDIX E

Dear Parents,

Thank you so much for the interest that is being shown in our School Volunteer Tutor Program. If you would like to have an application blank, please detach the form at the bottom of this letter and return it to school with your child, and we will send you an application right away.

The training will be information to help you when you start tutoring. You will not be tested and you will not fail. The training is really a briefing session to acquaint you with the school and the programs and methods that you will be using when you help your student.

You do not need to worry about the hours when you can come to tutor during the week. We will help you work out a time that will suit you. We mainly want you to be able to come a couple hours a week at the same time each week. We will work out a schedule that will suit your needs.

As soon as we receive your application, we will contact you and set up a time for the tutor training program.

Tutoring will have many rewards for you, the student, and school. We are looking forward to hearing from you.

Sincerely,

- -

I am interested in becoming a School Volunteer Tutor and would like to receive an application blank.

Name_____

Student's Teacher_____

I understand a form will be sent to me by my child.

APPENDIX F

Dear Parents,

We are excited about beginning a Volunteer Tutor Program at School. Your child has been recommended by his/her teacher to participate in the program. Each child will receive individualized help from 30 minutes to perhaps 2 hours per week in math and/or reading with the assistance of a trained volunteer tutor. The volunteer tutor will work under the direct supervision of the classroom teacher.

A diagnostic test will be administered to each participant in math and/or reading in order to determine which skills have been mastered and which have not. This information will be made available to the classroom teacher in order to develop materials to help your child.

Therefore, we need your permission to administer the math and/or reading test.

If you have any further questions, please call the principal at

Detach the bottom portion of this page and return it to your child's teacher.

- -

Dear Principal,

I give my permission to have my child tested in reading and/or math.

_____ _____

Child's Name Parent or Guardian

_____

Date

Dear _____,

We are pleased to announce that _____ has been selected to be tutored by our Parent Volunteer Tutor _____
Name

_____ at _____ in _____
Days Time Subject

The tutor will work under the direct supervision of the classroom teacher. The tutor will reinforce skills previously taught but not mastered by the student in math and/or reading.

If you desire your child to be withdrawn from the program at any time, please contact the principal by telephone or letter.

Sincerely,

PLEASE DETACH AND RETURN TO THE PRINCIPAL

- - - -

APPENDIX G

TEACHER'S EVALUATION OF VOLUNTEER PROGRAM

Teacher's Name:_____

Volunteer's Name:_____

1. Has your volunteer helped to improve the reading and/or math skills of your student(s).

   Yes_____ No_____ Comments_____

2. Does the volunteer have good rapport with the student?

   Yes_____ No_____ Comments_____

3. How long do you think tutoring sessions should last?

   30 minutes_____ 45 minutes_____ 1 hour_____

4. In the space below mark with an (x) any area(s) where you think improvement is needed in the volunteer tutor program.

   1. _____Volunteer training.
   2. _____School planning time with volunteer.
   3. _____Coordinator support.
   4. _____Better communication between teacher and volunteer.
   5. _____Inservice training with teachers and volunteers.
   6. _____More instructional materials.
   7. _____Better student test information.
   8. _____Better teacher training to work with volunteer.
   9. _____Other comments and suggestions:

   _____

   _____

THANK YOU FOR YOUR COOPERATION AND SUPPORT

VOLUNTEER EVALUATION

Tutor's Name:_____

1. Number of hours worked per week._____

2. Were you placed according to your interests and abilities?_____

_____

3. How long do you think the tutoring sessions should last?

   30 minutes_____ 45 minutes_____ 1 hour_____

4. In the space below mark with an (x) any area(s) where you think improvement is needed in the volunteer tutor program.

   1. _____Volunteer training.
   2. _____Teacher planning time with volunteer.
   3. _____Teacher support.
   4. _____Better communication between teacher and volunteer.
   5. _____Coordinator support.
   6. _____Better volunteer training to work with teachers.
   7. _____More instructional materials.
   8. _____More and better inservice meetings.
   9. _____Other comments and suggestions:

   _____

   _____

THANK YOU FOR YOUR COOPERATION AND SUPPORT

APPENDIX H

TEACHERS CHECKLIST

Teacher's Name_____

Tutor's Name_____

Student's Name_____

_____ Parental permission for tutoring has been obtained

_____ The student will be tutored on _____ at _____ in the area of _____.

_____ The tutor has had a get-acquainted meeting with the student.

_____ The tutor and I have discussed the academic needs of the child and I have asked the tutor to help the child in the following area(s).

_____

_____

_____

_____

_____ I am satisfied with the tutor, hours, and tutor program we have set up.

_____ I am not satisfied with the tutor program as it is set up and would like to discuss it with the coordinators.

Teachers: Please fill this out as soon as your tutor has started to work with your student on his academic program and return it to the office.

Coordinator's Manual

The coordinator is the person who manages or directs the volunteer program at either the building or district level. The importance of the coordinator's position in developing an effective tutorial program can not be overemphasized; the effectiveness of a coordinator as a public relations person, a recruiter, a planner and as a trouble shooter is directly related to the efficacy of the program. As a management and resource person, the coordinator implements the volunteer program and acts as a liaison between the certified school staff and the volunteers. The responsibilities of the coordinator include, but are not limited to, the following:

1. To assist in the recruitment and screening of volunteers,
2. To aid in the development and implementation of preservice and inservice training for teachers and tutors,
3. To introduce volunteers to school staff and policies,
4. To aid in the selection of potential students,
5. To schedule initial conferences between tutors and teachers,
6. To assist in the scheduling of tutoring times and locations,
7. To facilitate distribution of tutorial materials, and
8. To substitute for tutors or arrange for substitute tutors when necessary.

This booklet will further describe the duties of the coordinator and strategies to be used in the development and implementation of the program. These duties will be discussed in the following order:

recruiting volunteers
screening volunteers
preservice training
inservice training
selection of students
scheduling
distribution of materials

Recruiting Volunteers

The recruitment of dependable volunteers is the single most important component of the coordinator's duties. In order to be an effective recruiter, the coordinator

will have to enthusiastically promote the existing school program and the idea that a volunteer can receive satisfaction and pleasure from donating time and service in the schools.

If the school has an active PTA, the coordinator already has a strong foundation upon which to build a recruiting campaign. The coordinator should meet with the executive officers of the PTA in order to elicit their support for the program. When support for the program is evidenced by the executive members of the PTA, the president and one other member should be selected to serve as active participants in the recruiting campaign.

At that time, the district is advised to suggest the formation of a citizen's coalition. The formation of a citizen's coalition is advocated in order to help foster public involvement in the community's educational programs and to enable the recruiting effort to gain access to a large number of community-minded citizens. The coordinator and the two PTA members should divide the task of contacting the officers of local civic and service organizitions (e.g. Jaycees, Rotary Club, women's auxiliaries, garden clubs). The officers of each organization should be asked to appoint one member to serve on the coalition to provide support and direction for the tutorial programs from the community.

When the coordinator decides that it is appropriate to begin the recruiting campaign, details of the tutorial program should be presented to the entire PTA and to all parents with children in the school. This presentation should be a part of a scheduled PTA meeting and the presentation should not last longer than 15 minutes. Applications need to be made available for interested persons or distributed to the entire group.

This would also be the appropriate time to schedule a meeting of the coalition. In addition to representatives from civic organizations, the two members of the PTA who are active in the recruiting campaign and members of the press should be asked

to this meeting. The members of the press should be invited in order to help the volunteer program receive publicity and gain community awareness.

The coalition meeting should follow the format listed below:

1. Welcome and introduction
2. Presentation of the volunteer program
3. Explanation of how organizations can aid the program (recruitment of volunteers)
4. Distribution of application forms (with attached cover letter)
5. Question and answer period

This program should last no longer than one hour, and as with most meetings, refreshments would be appropriate.

The meetings of the PTA and of the coalition developed for the tutorial program are the beginning of an effort to create public awareness of the volunteer program. However, a stronger effort is needed to assure that the desired information is reaching the largest possible number of potential volunteers. The following chart lists possible strategies for fostering public awareness and suggestions to aid in the effective utilization of these resources.

Method Used	Suggestions
1. Speakers to address meeting of various civic organizations	1. Utilize contact persons from coalition. 2. Make applications available to interested persons.
2. Public service announcements on radio and television	1. F.C.C. regulations require broadcasters to set aside a specific amount of time for public service announcements. 2. Develop sample scripts for 15, 30, and 60 second announcements. 3. Broadcast stations will provide assistance in making the announcements.
3. Notices placed on bulletin boards at supermarkets and laundromats	1. Use colorful bulletins as you will be competing for attention with many other notices. 2. Include complete information for obtaining applications (phone number is best) or if possible, leave applications.
4. Notices placed on employee bulletin boards in companies and industries	1. Elicit support from the industry. Some companies have released employees to tutor in other programs throughout the country. 2. Ask to leave applications at the personnel office.
5. Information booths at shopping centers and malls	1. Place posters in store windows. 2. Have person at booth to answer questions. 3. Have material (tutor handbook, sample lessons) for prospective volunteers to review.
6. Newspaper articles	1. Lack of news developments on certain days of the week causes problems in developing stories for the next day (i.e. Monday and Saturday).
7. Radio talk shows	1. Most radio talk shows will welcome a speaker to present the program and answer host and listener questions. 2. Have persons with questions prepared by the speaker phone in the questions. 3. Prepare some questions for the announcer.
8. School newspaper	1. Print a description of the program. 2. Include an application.

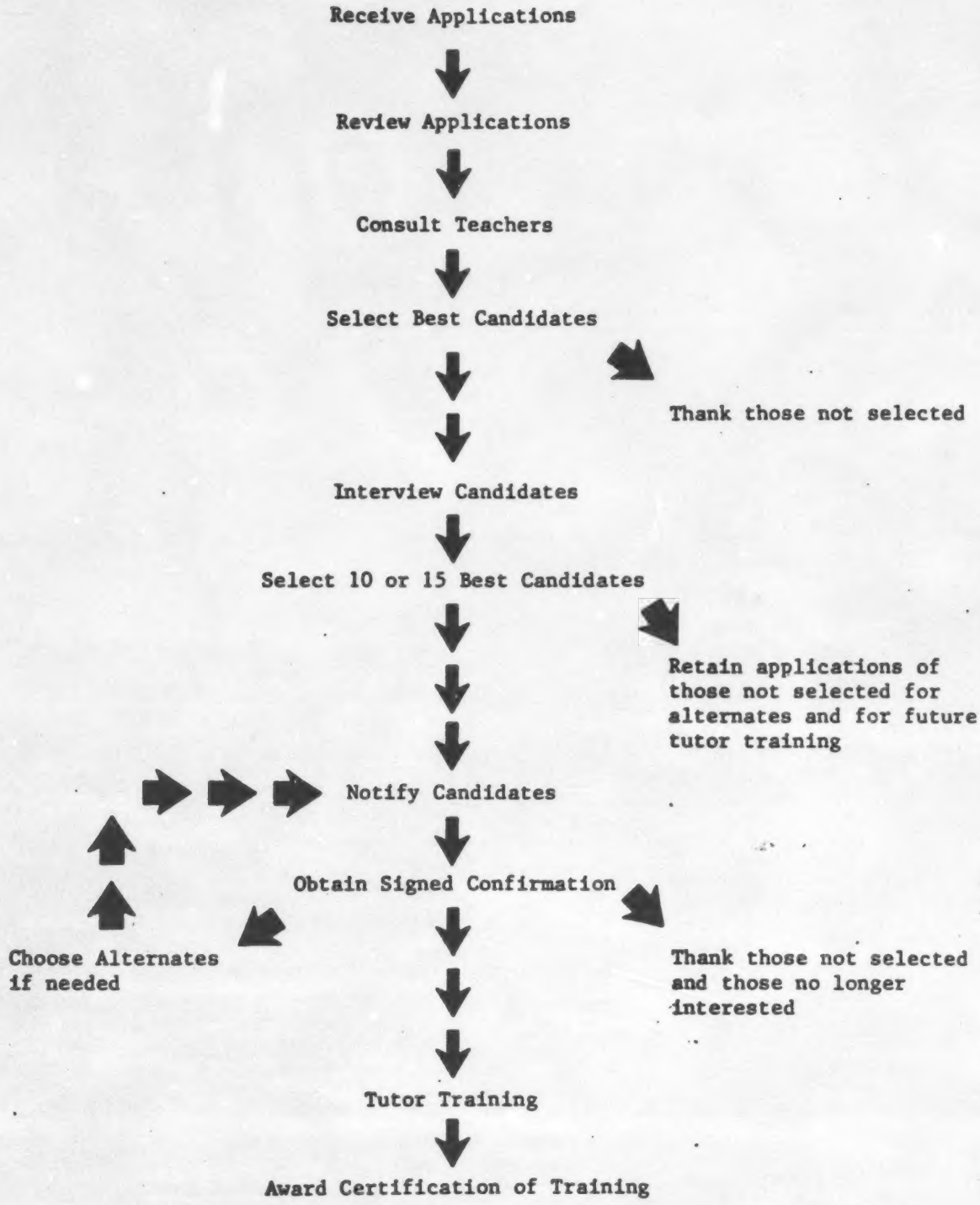
Screening Volunteers

The prudent selection of potential tutors will, to a large degree, determine the successfulness of the volunteer program. The principal and coordinator should screen all applications and interview the best candidates. The principal and coordinator should then select 15 persons for training. These persons should be selected on the basis of their dependability, educational background, and interest. If volunteers are already working in the school, they should be given first preference if they meet the above criteria. If teachers in the school are acquainted with any of the applicants, their comments may be sought.

After the selection of the potential tutors is made, a letter should be sent to each prospective tutor notifying them of the times, dates, and location(s) of the training session. A confirmation should be obtained from each individual by mail or phone. Each person interviewed but not selected should be contacted and told that the training session is filled, but the school would like to consider them for future training sessions. They should also be thanked for their time and interest.

The outline on the following page depicts the screening process.

SCREENING PROCESS FOR VOLUNTEER RECRUITMENT


Receive Applications
Review Applications
Consult Teachers
Select Best Candidates
Thank those not selected
Interview Candidates
Select 10 or 15 Best Candidates
Retain applications of those not selected for alternates and for future tutor training
Notify Candidates
Obtain Signed Confirmation
Choose Alternates if needed
Thank those not selected and those no longer interested
Tutor Training
Award Certification of Training

Preservice Training

Studies of successful and unsuccessful volunteer programs have indicated that successful programs include 10 to 15 hours preservice training for tutors with a maximum of 15 tutors per training session. Tutors who receive training before entering the classroom have more confidence in their abilities as tutors and they are better prepared to be effective participants in a child's educational program than tutors who have received no training. A suggested format for a three-day training program with four-hour sessions is:

First Day

1. Registration and pick up materials
   Refreshments are always welcome.

2. Ice-breaking activity
   Example: have tutors draw names, spend five minutes talking with person whose name they drew and introduce person. Person introducing tutor to others should tell an unusual fact about the other person.

3. Orientation to volunteer programs

   Need for volunteers in the school

   History of volunteer programs

   Types of duties available to volunteers

4. Orientation to school policies and procedures

   Dress codes

   Smoking areas

   Sign in/out procedures
   Explain that this is needed so that the school knows when a tutor is present in case of an emergency.

   Importance of punctuality and attendence
   Explain that the student will look forward to his time with the tutor and will be disappointed if the tutor is late or doesn't arrive.

   Responsibilities of persons involved in tutoring program:

   Tutors

   Administrator

   Coordinator

   Teachers

5. Student and tutor relationship

   How to develop a one-to-one relationship with the student

The first session
What to expect: fears, apprehensions, and how to compensate for them

Behavior management techniques
Simulation activities

6. Tour of school

Second Day

Reading Instruction:

Letter recognition
Sight words
Reading Comprehension

The reading instruction portion of the training session should be designed and presented by a reading teacher or the district's reading supervisor. Care should be taken to avoid the use of educational jargon. Emphasis should be placed on practical teaching activities and tutors should be encouraged to make specific activities. A suggested source of activities is:

Barbe Reading Skills Checklist and Activities, Barbe, W. B. Center for Applied Research : West Nyack, New Jersey.

Third Day

Mathematics Instruction:

Number recognition
Sequencing
Addition
Subtraction
Division
Multiplication
Error analysis

The mathematics instruction portion of the training session should be developed and presented by a math teacher or by the district's math

supervisor. Emphasis should be placed on practical teaching activities and tutors should be encouraged to develop teaching activities. A suggested source of activities is: Functional Mathematics for the Mentally Retarded, Peterson, D.L. Charles E. Merrill Publishing Co.: Columbus, Ohio, 1973.

An alternative to the preceding format (which would accomodate the training of up to 30 tutors) is to assign tutors to a subject area, according to their preference, and have each group receive eight hours training in their preferred subject. All tutors should attend the first session together and then divide into two groups on the second and third days.

The tutors need to be reminded that they should vary the activities during a tutoring session. The tutors should be given a guide to how much time should be spent on each activity in order to enhance student learning. The tutor should also be shown how to relate one activity to another. Emphasis should be placed on having tutors use a variety of activities rather than relying solely on duplicated work sheets. Many books are available which have plans for teaching games and activities and tutors should have familiarity with and access to some of these publications.

Inservice Training

Inservice programs need to be conducted for teachers and tutors in order to assure that the tutor program operates efficiently. Through inservice programs, a coordinator is able to accomplish sundry tasks: introducing teachers to the program, preventing or resolving problems, and furthering instruction for the tutors. A principle determinant of the success of a volunteer tutorial program is the cooperation between the tutors and the certified school staff. The coordinator needs to create a spirit of teamwork and cooperation between the teachers and tutors which also can be accomplished through inservice programs.

Inservice programs should be held for the certified school staff to present the details of the tutorial program before the initial discussion with members of

the PTA. This should be done to prevent the teachers from learning about the program from persons outside the school. The support of the teachers and their input will help assure the success of the program. During this program, the coordinator needs to accentuate that the tutors will receive training before entering the classroom to work with students. Another salient point that needs to be stressed is that the tutors are not working with students to assist them in completing duplicated work sheets, but they are working with students in order to provide additional instruction or reinforcement in skills the teacher has previously taught. Certainly duplicated work sheets may be used in this instruction, however, other forms of instruction are usually more effective when a student is working in a one-to-one situation. The responsibilities of the teachers who utilize the services of a volunteer need to be presented. The responsibilities of the teachers include:

1. To determine the skill areas in need of remediation.
2. To provide guidance and direction for the tutoring of each student.
3. To schedule and attend teacher-tutor meetings and inform the tutor of the student's absence or inability to attend a tutoring session.

Additional inservice programs can be utilized for the resolution of problems, providing information regarding the success of the program and for sharing ideas. Through inservice programs of this type, the volunteer program can be tailored and refined to meet the needs of an individual school.

Inservice programs should be held for tutors to provide a time for sharing ideas and resolving problems. Scheduled inservices should also be used to provide additional instruction for tutors or to help tutors improve their skills. A suggested format for inservice programs is to hold monthly meetings with each session beginning with tutor input to the program (complaints, suggestions, and ideas or activities developed). This time can also be used for tutors to gain assistance in any problems they are having with instruction, scheduling, and

teacher-tutor and tutor-student relationships. Upon the conclusion of the sharing session and after a break, the tutors should be given further instruction as suggested by the collaborating teachers.

The additional instruction may be in areas such as classroom behavior management techniques or specific types of instruction to be used with the students (e.g., a language experience approach to reading or different methods of reinforcing computational skills). Most tutors will welcome additional training after they have been exposed to a teaching situation and will want practical suggestions.

The inservice programs should also be used as a vehicle to offer praise to the tutors. Frequent praise and gestures of appreciation will help keep the tutors' morale high and will also help the tutors maintain a high level of enthusiasm for the tutorial programs; many tutoring programs have failed due to a perceived attitude of indifference. Periodic inservice programs will help the coordinator assure that apathy will not permeate the program, causing its failure.

Selection of Students

The school administrator has the final responsibility for the selection of students for the tutorial program; however, the coordinator should assist the administrator in placement decisions. Teacher input should also be obtained before placement decisions are made. This teacher input would be through their referrals of students for placement in the tutorial program.

The students selected for the program should be those students who are in need of remedial help but are not receiving it through any special service (e.g., Title 1 or special education). One method of student selection is through teacher referrals and student assessment. After a student is referred for tutoring by a teacher, that student would be tested in his deficient skill area(s) as indicated by the referring teacher. The Woodcock Reading Mastery Tests (Woodcock) and the Key Math Diagnostic Arithmetic Test (Key Math) are suggested because of the diagnostic information these tests can provide. Achievement tests such as the Peabody Individual Achievement Test or the Wide Range Achievement Test

can also be used for student placement program, but tests of this type do not provide information regarding the student's specific strengths and weaknesses as provided by the Woodcock and the Key Math.

One other possible method of student selection is to admit into the tutoring program those students who fail to achieve the expected levels of mastery on the statewide tests administered under the South Carolina Basic Skills Assessment Act. Teacher referrals should be used with this method of student selection also.

Written parental permission would be obtained before a child is admitted to the tutorial program. The permission slip is kept in the student's permanent record.

Scheduling

The coordinator is responsible for scheduling the initial teacher-tutor conferences and for scheduling tutoring times and places. Care must be taken in the scheduling of the initial conferences and the initial tutoring sessions as these will be the tutor's, the teacher's and the student's first exposure to the program.

After the coordinator has assigned a tutor to a student, the tutor, the teacher, and the student's parents should be informed of the decision. The coordinator should then arrange for the initial conference between the tutor and the teacher. The coordinator should attend part of the first conference to discuss possible times for tutoring and to make sure that the conference proceeds in a manner beneficial to all involved.

After the initial conference between the teacher and the tutor, the coordinator should schedule tutoring times and locations. Care should be taken to make sure that the tutoring time is acceptable to both the teacher and the tutor. The location for the tutoring sessions should be reasonably quiet and comfortable, and be considered a permanent arrangement to avoid confusion and to help promote a sense of order for the tutor and the student.

Distribution of Materials

The coordinator is responsible for the distribution of materials to the tutors. The coordinator is advised to have materials available for use by the tutors in a central location. A check-out system should be devised and it is recommended that tutors be encouraged to reserve items for use in their sessions. The recommended items for inclusion in the tutors material center includes both commercially available items and materials and supplies for use of the tutors in making games and activities.

COMMERCIAL MATERIALS

1. Barbe Reading Skills Checklist and Activities
2. Functional Mathematics for the Mentally Retarded
3. Books from the SPICE series
4. Books of activities recommended by the reading and math supervisors
5. Textbooks
6. Workbooks
7. Commercially available instructional games
8. Other materials may need to be included, depending on the needs of the individual program

SUPPLIES FOR MATERIAL CONSTRUCTION

1. Scissors
2. Rulers
3. Posterboard
4. Cardboard
5. Felt-tip pens - assorted colors
6. Felt-tip markers - assorted colors
7. Glue
8. File Folders
9. Other materials may need to be included, depending on the needs of the individual program

Used in conjunction with the information provided by the Volunteer Tutor's Handbook, the procedures outlined in the Coordinator's Manual are designed to aid in the development and refinement of the coordinator's public relations, recruiting, planning and trouble shooting skills. The coordinator's use of these skills, in addition to the utilization of the skills of the administrator, will help ensure the success of the volunteer program. In order to further ensure the success of the program, the coordinator also needs to keep a spirit of cooperation between the certified school staff and the volunteers. Through following the procedures in this manual and by actively pursuing, and welcoming, input from the certified school staff and the volunteer tutors, the coordinator can develop and maintain communication and cooperation between all persons involved in the program resulting in a volunteer program which is an effective addition to the total school program.

Handbook for Volunteer Tutors

The Basic Skills Assessment Act became law during the 1978 session of the South Carolina General Assembly. This law calls for the periodic assessment of mathematics, reading, and writing skills of students in grades kindergarten through 12. Also required by this law are remedial instructional programs for those students who fail to achieve the expected levels of mastery in these subjects.

The purpose of this booklet is to provide tutors with a basic reference on tutorial programs. The first section explains why a tutor program is an effective addition to a school district and describes what a tutor brings to and receives from a school volunteer program. The second section describes the responsibilities of the program coordinator, the tutor and the teacher. The third section of this booklet deals with the student and tutor relationship.

Volunteer Tutors in the Schools

There is a place for volunteer tutors in the schools; the need for tutors arises from the problem that the regular classroom teacher, with 25 or 30 students, does not have the resources to provide each child with academic problems individualized, one-to-one, instructional time. In an effort to provide those students with academic deficiencies a more individualized education, tutorial programs are being developed in many schools. These programs offer benefits (other than the obvious ones to students) to the tutor and to the school.

The main benefit derived by the tutor is that of personal satisfaction; satisfaction comes from the many new experiences a volunteer encounters. A volunteer gains satisfaction from seeing the happiness of a child as he realizes success in an academic environment, from being an active participant in the education process, and from easing the frustration of a teacher who cannot find the time to give each child the individualized attention and instruction he or she needs. The volunteer also receives the satisfaction that comes from establishing and maintaining a personal, one-to-one relationship with a child.

The volunteer program benefits the school in many ways: the teacher is able to spend more time with each student and more time teaching; more instructional and non-instructional assistance is provided to the students; and the school is enriched by the utilization of talented community members.

The addition of a volunteer tutor program to a school district exposes the students to a greater variety of persons and talents than would otherwise be available in the district. Students are able to establish relationships with adults other than those with whom they normally associate: persons in different socio-economic classes, those in dissimilar vocations and persons with different interests. This introduction of a wider range of experiences in the school further enriches the total school program.

Responsibilities

In order for a tutorial program to function effectively, there must be cooperation between all persons involved in the educational process. Tutoring is a joint venture and, as in any joint venture, the responsibilities and duties of each participant should be defined in order for the program to function in an orderly and effective manner. The following pages describe the responsibilities of the coordinator, the tutor and the teacher.

RESPONSIBILITIES OF THE COORDINATOR

The coordinator is the person who manages or directs the volunteer program. This management and resource person acts as a liaison between the certified school staff and the volunteer tutors. The responsibilities of the coordinator include, but are not limited to, the following:

1. To assist in the recruitment and screening of volunteers,
2. To aid in the development and implementation of preservice and in-service training for teachers and tutors,
3. To introduce volunteers to school staff and policies,
4. To aid in the selection of potential students,
5. To schedule initial conferences between tutors and teachers,
6. To facilitate distribution of tutorial materials,
7. To assist in the scheduling of tutoring times and locations, and
8. To substitute for tutors or arrange for substitute tutors when necessary.

RESPONSIBILITIES OF THE TEACHER

The certified school staff is legally responsible for the student's safety and instruction throughout the school day. These obligations require that noncertified personnel work under the direction and supervision of the certified school staff.

Tutors should accept the responsibility of assisting the teachers in the fulfillment of their obligations toward the students' safety and instruction. The teacher, in turn, has responsibilities to the tutor which include:

1. To provide guidance and direction for the tutoring of each student,
2. To attend teacher-tutor meetings and inform the tutor of the student's progress, and
3. To notify the program coordinator in the event of a student's absence or the student's inability to attend a tutoring session.

RESPONSIBILITIES OF THE TUTORS

Effective tutors, with a primary responsibility to provide remedial instruction in skill areas previously taught, are valuable additions to educational programs. A tutor can make a significant, positive difference in a student's educational program by helping the student learn how to acquire knowledge, by being supportive of the student and by being a good listener. Tutors should accept the following responsibilities to ensure that the tutor program is beneficial to the students and the teachers:

1. To be punctual in attending tutoring sessions and meetings,
2. To notify the program coordinator when unable to attend a tutoring session or meeting,
3. To be prepared for each tutoring session,
4. To maintain a tutor log,
5. To follow the instructions of the program coordinator and the certified school staff, and
6. To maintain confidentiality of student information.

Student - Tutor Relationships

A principal determinant of successful tutor programs is the student-tutor relationship. A well-developed student-tutor relationship will help make the volunteer tutor program more successful for the student and the teacher and also help the tutoring sessions be more enjoyable for the student and the tutor. This section will discuss developing a one-to-one relationship and the first tutoring session.

When working with academically deficient students, tutors should be aware that most of the children's school experiences have been failures. These failures in school have left the students with a damaged self concept and with hostility towards school. The students' feelings about themselves and school may make developing a one-to-one relationship difficult in the beginning.

An important task of the tutor is to help the student improve his self-concept. As the student gains academic success in school, his self concept will increase and his animosity towards school will decrease.

Students who are academically behind their peers need sincere praise. As with any other person, these students need encouragement, in the form of praise, a type of reinforcement they seldom receive. However, excessive or unearned praise will result in this reinforcement losing its effectiveness and may be detrimental to the student-tutor relationship.

Honesty and constructive criticism are as important as praise. Some students need to be shown that more is expected from them. For example, if it is known that a student is not performing to his capability, the tutor can say "I know this is not the best you can do, you need to try harder." When a student is capable of better work or greater effort, the tutor should not be afraid to show aggravation with the quality of his work.

The tutor may discover a difficulty in remaining emotionally detached from the student's problems. An effective tutor should be sensitive to the student's problems, but involvement should be limited to the learning tasks. The tutor should keep the tutor-student relationship on a professional level.

Specifics in establishing a student-tutor relationship include:

1. Maintenance of confidentiality of student information and discussions,
2. Fulfillment of verbal obligations made to the student,
3. Acceptance of the student as he is, without criticizing him for his friends, dress, hair, or lifestyle, and
4. Maintenance of a professional relationship with the student.

A professional, relaxed relationship will result in a more enjoyable experience for the student and tutor, and will also result in a tutoring program of greater benefit to the student.

The first session with a student is the most important session and will determine the course of future sessions. This session should be an introductory session rather than an academic session, where the student is informed about the program and a period where the student and tutor become acquainted with each other.

To ensure a profitable first session, the tutor should do the following:

1. Give the student some information about oneself,
2. Be certain that the student knows the tutor's name and the time and location of the tutoring sessions,
3. Give the student an opportunity to talk about himself,
4. Learn about the student's interests, and
5. Inform the student about the program, including the enjoyable activities.

The tutor should have, at the end of the session, considerable information concerning the student. The acquisition of this information should be accomplished through informal conversation, not by interrogation of the student. A relaxed first session with a free exchange of information will help make future sessions more enjoyable.

The Handbook for Volunteer Tutors is designed to be an introduction to tutoring and an aid in developing tutor-student relationships. This handbook does not attempt to answer all the questions a tutor will have, but it does give basic information which will be of value to all tutors. The coordinator and the teachers in the school can provide assistance in answering questions and aid in solving problems related to the tutorial program. Through the discussion of concerns with the coordinator and the appropriate school staff, the tutor can help ensure that the tutoring experience will be enjoyable and beneficial to everyone involved in the program. Good Luck!